

Louisiana Believes

Louisiana Early Literacy Commission
November 17, 2020

Agenda

- Welcome
- Roll Call
- Approval of Minutes
- Consideration of Revisions to Bulletin 1903
- Consideration of an Update on Instructional Materials and Intervention Materials
- Consideration of an Update on School System and School Leadership
- Consideration of an Update on Teacher Preparation and Professional Growth
- Consideration of an Update on Progress Monitoring and Communication

Welcome

Roll Call

Approval of Minutes

Consideration of Revisions to Bulletin 1903

Bulletin 1903 Workgroup

- Louisiana believes that all students, including students with dyslexia and related disorders, must have the opportunity to meet challenging objectives.
- The Department formed a workgroup to review Bulletin 1903 and propose revisions based on the updated definition of dyslexia and current research on the science of teaching reading.
- The group focused on aligning Bulletin 1903 with the updated definition of dyslexia and current regulatory requirements to ensure that students at-risk of dyslexia and related disorders receive the instruction and interventions needed to become stronger readers.

Timeline

Date	Event/Activity	Focus
August 20	Workgroup 1	Introduction to Workgroup
August 27	Workgroup 2	Canceled due to weather
September 3	Workgroup 3	Definition, Guidance, Assessment
September 17	Workgroup 4	Lists of criteria and factors
October 13	Workgroup 5	Overall structure and language
October 28	Revisions complete	Internal review
November 17	Share with ELC for endorsement	Share draft prior
November 18	Share with SEAP for endorsement	Share draft prior
December 16	Bring to BESE	

Major Revisions

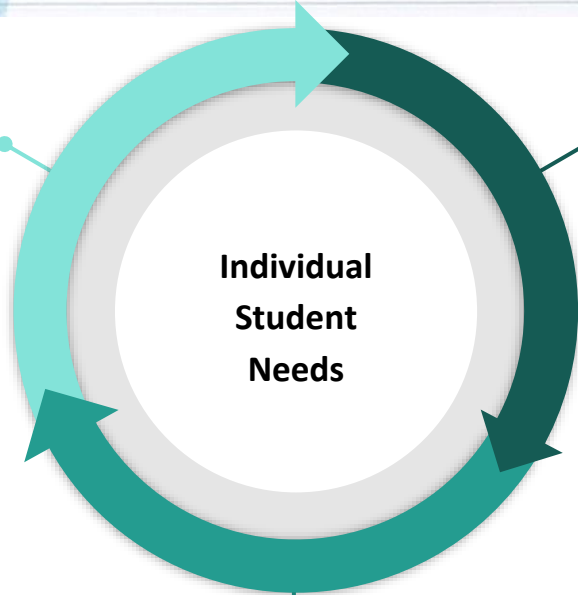
The following revisions were made to the policy based on workgroup feedback:

- Updated the definition of dyslexia based on recent legislation
- Updated the characteristics of dyslexia to reflect current research and grade level appropriateness
- Restructured the order of information to be more chronological
- Improved the Program Criteria chapter to reflect current best practices
- Removed the “contributing factors” list
 - addressed in other areas of the policy
- Removed ADHD and social/emotional lists
 - did not fit in current policy which focuses solely on dyslexia
 - ADHD and social/emotional disorders are not included in the “other related disorders” addressed in the Louisiana law for dyslexia
- Removed requirements regarding grades and minutes due to variability based on student needs

Overarching Themes of the Revision Process

Accessibility and Usability

The policy guidelines need to be easily accessible and readily usable for teachers and school leaders.



Streamlined and Focused

The policy should be formatted and organized in a sequential way with a clear focus on identifying and providing support to students who may be at risk for dyslexia.

Gated Screening

The screening process should be progressive and use layers of data to effectively determine the support and intervention needs of students.

Endorsements and Next Steps

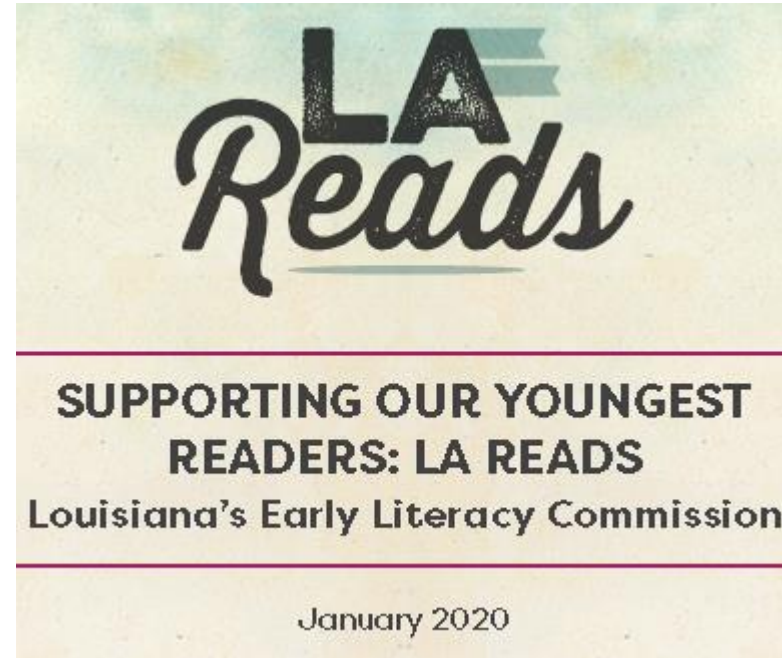
- Endorsed by:
 - Bulletin 1903 workgroup
 - Early Literacy Commission (ELC)
 - Special Education Advisory Panel (SEAP)
- LDE will present the proposed revisions to BESE at its December 2020 meeting

Updates

Early Literacy Commission

Louisiana [Senate Resolution 182](#) and [House Resolution 222](#) established the Early Literacy Commission to study and make recommendations on developing and implementing an aligned system to provide effective evidence-based reading instruction for children from birth through third grade.

In January the Louisiana Early Literacy Commission submitted a [report](#) **recommending a significant increase in the types of training and support available to reading teachers and an annual state investment of \$15 million to carry out such efforts.**



Key Areas

The Commission [Report](#) focused on four keys areas:

- Instructional Materials and Intervention Materials
- School System and School Leadership
- Teacher Preparation and Professional Growth
- Progress Monitoring and Communication

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Instructional Materials and Intervention Materials

Goals

Goal 1

Every teacher uses a high-quality curriculum to teach students the foundations of reading and language and literacy.

Goal 2

Every student who struggles to read receives research-based literacy interventions.

Recommendation 1

Review and, as needed, revise the [Instructional Materials Evaluation Tool for ELA Grades K-12 \(IMET\)](#). In addition to being fully aligned to Louisiana Student Standards, programs that receive Tier 1 ratings must provide evidence-based instruction methods that include writing and the five explicit, systematic components of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

- March 2020- [IMET revisions](#) complete
- July 2020- Reviews of ELA instructional materials begin
- November 2020- Updates on 2020-2021 reviews and a timeline on resubmission of programs currently posted as Tier 1

2020-2021 Review Cycle for ELA Instructional Materials

January 1, 2020	ELA Instructional Materials Submission Window Opened*
January 2020	Early Literacy Commission report released
January 1 - May 31, 2020	Prescreened to determine eligibility of Submissions
February - March 2020	ELA IMR Rubric Revisions
April 03, 2020	Updated ELA IMR Rubric released to field**
July 16th, 2020	TLA Reviewers trained on updated ELA IMR Rubric
July 20th, 2020 - until complete	State reviews conducted

*Submission window opened for K-12 ELA, K-12 Math, Intensive Reading Intervention Materials

**Publishers of ELA submissions received prior to the new rubric release had the to option withdraw submission at any time prior to July 1, 2020

2020-2021 Review Cycle

ELA Instructional Materials Review Updates

Publisher	Program Title	Grade Level Under Review	Status
Blue Learning	BrightThinker ELA, Grade 5	Grade 5	Phase I: Prescreening
Language Circle Enterprises, Inc.	Project Read [®] Phonics 1 & 2 ELA Grades PreK-2	Pending	Phase I: Prescreening
Open Up Resources	EL Education Language Arts, Grades 6-8	Pending	Phase I: Prescreening
Amplify Education, Inc.	Amplify Education, Grades 6-8	Grade 6	Phase II: State Vetting
Houghton Mifflin Harcourt	Into Reading, Grades K-5	Grade 4	Phase II: State Vetting
Houghton Mifflin Harcourt	Into Literature, Grades 6-8	Grade 6, 7	Phase II: State Vetting
Houghton Mifflin Harcourt	Into Literature, Grades 9-12	Grade 9	Phase II: State Vetting
K12, Inc.	ELA Summit La, Grades 4-5	Grade 4	Phase II: Publisher Response
KIPP Foundation	KIPP Wheatley 4.0/KIPP Wheatley 4th Edition	Grades K-8	Under Construction

Tier I ELA Instructional Materials Archive Dates

Publisher	Program Title & Grades	Copyright	Archive Date
Achievement Network	ELA Interim Assessments, Grades 6-8	2016	12/31/23
American Reading Company, Inc.	IRLA Foundational Skills Toolkit, Grades K-2 (Foundational Skills)	2016	12/31/22
American Reading Company, Inc.	ARC Core, Grades K-2	2017	12/31/24
Amplify Education	Core Knowledge Lang. Arts (CKLA) 2nd Edition, Grades K-5	2017	12/31/24
Core Knowledge	Core Knowledge (CKLA) ELA Skills Strand, Grade 3	2013	12/31/20
Core Knowledge	Core Knowledge (CKLA) ELA Skills Strand, Grades K-2	2013	12/31/22
Core Knowledge	Core Knowledge (CKLA) ELA, Grade 3	2013	12/31/22
Great Minds	Wit & Wisdom, Grades 3-5	2016	12/31/23
Great Minds	Wit & Wisdom, Grades K-2 (without Foundational Skills)	2016	12/31/23
Great Minds	Wit & Wisdom, Grades 6-8	2016	12/31/23
Houghton Mifflin Harcourt	HMH Collections, Grades 9-12	2015	12/31/21
LearnZillion	ELA Guidebooks, Grades 6-8	2018	12/31/24
LearnZillion	EL Education, Grades K-5	2019	12/31/25

Tier I ELA Instructional Materials Archive Dates

Publisher	Program Title & Grades	Copyright	Archive Date
McGraw Hill	StudySync, Grade 9	2020	12/31/26
Open Up Resources	EL Education, Grades 3-5	2017	12/31/24
Open Up Resources	EL Education, Grades K-2	2017	12/31/23
Open Up Resources	Bookworms Reading and Writing, Grade 2	2018	12/31/25
Pearson Education	myPerspectives, Grades 6-12	2017	12/31/23
Pearson K12 / Savvas Learning	myView Literacy, Grades K-5	2020	12/31/26
Pearson Online Blended Learning	Language Arts 1 A/B, Grade 1	2019	12/31/26

Recommendation 2

Review and, as needed, revise the [Instructional Materials Evaluation Tool for ELA Intervention Grades 3 – 8 \(IMET\)](#). In addition to being fully aligned to Louisiana Student Standards, programs that receive Tier 1 ratings must be data-driven, individualized by student, systematic, and provide explicit instruction on phonological awareness, phonics, and fluency. Add a non-required indicator addressing vocabulary and comprehension.

- March 2020- [IMET revisions](#) complete
- July 2020- Reviews of ELA Intervention instructional materials begin
- November 2020- Updates on 2020-2021 reviews and a timeline on resubmission of programs currently posted as Tier 1

2020-2021 Review Cycle for

Foundations of Reading Intensive Intervention Grades 3-8 Materials

January 1, 2020	Intensive Intervention Materials Submission Opened*
January 2020	Early Literacy Commission report released
January 1 - May 31, 2020	Prescreened to determine eligibility of Submissions
February 2020 - March 2020	Intensive Reading Intervention IMR Rubric Revisions
April 03, 2020	Updated Intensive Reading Intervention IMR Rubric released to field**
July 16th, 2020	TLA Reviewers trained on updated Intensive Reading Intervention IMR Rubric
July 20th, 2020 - until complete	State reviews conducted

*Submission window opened for K-12 ELA, K-12 Math, Intensive Reading Intervention Materials

**Publishers of Intensive Reading Intervention submissions received prior to the new rubric release had the to option withdraw submission at any time prior to July 1, 2020

2020-2021 Review Cycle

Foundations of Reading Intensive Intervention Review Updates

Publisher	Program Title	Status
Imagination Station, Inc., dba Istation	iStation Reading - ELA Intervention - Grades 3-8	Phase I: Prescreening
American Reading Company	ARC Intervention System [IRLA, IRLA Toolkits, with Varsity-Wide Reading Libraries/eLibraries, SchoolPace] ELA Intervention Grades 3-8	Phase I: Prescreening
Language Circle Enterprises, Inc.	Project Read [®] Linguistics - Accelerated Phonics ELA Intervention Grades 3-8	Phase I: Prescreening
Winsor Learning, Inc.	Sonday Systems 1, 2, and Let's Play ELA Intervention Grades 3-8	Phase I: Ready for Review
Greenwood Publishing LLC DBA Heinemann	Leveled Literacy Intervention, Grades 3-8	Phase II: State Vetting
Center for the Collaborative Classroom	SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) ELA Intervention Grades 3-8 (Resubmission)	Phase II: State Vetting
Amplify Education, Inc.	mClass [®] Intervention - ELA Intervention Grades 3-6	Phase II: State Vetting
Lexia Learning Systems, LLC	PowerUp Literacy, Grades 6-8	Phase II: State Vetting
Lexia Learning Systems, LLC	Core5 Reading, Grades 3-5	Under Construction
Reading Horizons	Reading Horizons Discovery Grade 3, Elevate Grades 4-8	Under Construction

Recommendation 3

School system and school leaders ensure that every school and classroom has high quality instructional materials, including Foundations of Reading and Language and Literacy.

- February 2021- School systems select a Tier 1 program for Foundations of Reading and Language and Literacy for every K-2 classroom for 2021-2022 as part of their annual improvement plan.

Super App

- Each year, school systems plan for how to improve student learning in the coming year. This process involves reviewing student achievement and student progress data, establishing priorities, and building a budget aligned to these priorities using all available funding sources.
- To support school systems with this process, the LDOE has consolidated three processes that historically have been separate: 1. establishing priorities; 2. budgeting of federal formula funds; and 3. applying for competitive funds.
- The completion of the Super App fulfills the federal requirement for each school system's ESSA plan and for competitive grants being administered by the Department.

Super App

- School systems identify the Foundations of Reading and Language and Literacy curricula they plan to use in CIR/UIR-Academics schools as part of Super App. These schools must select high quality instructional materials.
- If different curricula are used in non-CIR and/or non-UIR Academics schools, school systems must list those curricula.
- Super App is due February 5, 2020.

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School System and School Leadership

Goals

Goal 1

Every school has a culture in which all teachers are responsible for and equipped to deliver effective literacy instruction.

Goal 2

Every school leader maximizes the use of time and personnel through scheduling and collaborative planning.

Recommendation 4

School system and school leaders are continuously supporting high quality curriculum implementation in foundations and language and literacy.

- February 2020-April 2020- LDOE will develop observer training for the English Language Arts Foundational Skills Grades K-2 classroom observation tool.
- May 2020- At the 2020 Teacher Leader Summit, school system and school leaders will attend observer training for the English Language Arts Foundational Skills Grades K-2 classroom observation tool. Training will be required for CIR/UIR schools and available for all school leaders.
- 2020-2021- School leaders will observe instruction using the English Language Arts Foundational Skills Grades K-2 classroom observation tool and provide clear, specific, actionable, and timely feedback to inform continuous improvement.

Guidance for Development of Observation Training

Through the implementation and future expansion of the K-2 Literacy Coaching Pilot, the Department is addressing this recommendation by:

- including guidance when creating/updating literacy plans.
- developing protocols for
 - observer training
 - classroom observation feedback that is clear, specific, actionable, and timely to inform continuous improvement.

Observations

- Network leaders have conducted 140 K-2 observations using the English Language Arts Foundational Skills Grades K-2 classroom observation tool. Most observations include school leaders.

Recommendation 5

Every PreK-2 teacher and administrator is provided with high quality professional development that includes initial training and ongoing support focused on the Foundations of Reading and Language and Literacy.

- 2020-2021
 - School leaders will lead common planning time focused on learning Foundation of Reading units/lessons and Language and Literacy units/lessons.
 - School leaders will regularly observe teachers during Foundations of Reading instruction and Language and Literacy instruction.
 - School leaders will ensure that teachers receive one-on-one coaching from school leaders, literacy coaches, and/or mentors as needed.
 - K-2 mentors will complete literacy training.
- February 2021- School systems select a PD vendor from the PD Vendor Guide that provides high-quality curriculum-connected training on the Foundations of Reading and on Language and Literacy as part of their annual improvement plan.

K-2 Literacy Coaching Pilot (2020-2021)

- K-2 Literacy Coordinators, Coaches and Content Leaders will receive training on Foundations of Reading and Language and Literacy provided by a vendor from the PD Vendor Guide.
- Literacy Coaches are leading/supporting PLCs focused on learning Foundation of Reading units/lessons and Language and Literacy units/lessons.
- The K-2 Literacy Coaching Pilot supports teachers through observations, one-on-one coaching, and feedback.
- The K-2 Literacy Coaches will identify where high-quality curricula built-in supports are not being maximized.

Recommendation 6

Create K-2 school schedules that incorporate daily foundational skills instructional blocks, language and literacy instructional blocks, daily time for interventions, and common planning time.

- February 2020- April 2020- LDOE develops scheduling guidance and investigates changes to Bulletin 741.
- May 2020- LDOE provides guidance to school systems and schools in developing master schedules
- October 2020-January 2021- LDOE supports school systems and schools as they develop their master schedules for 2021-2022
- February 2021- School systems submit their master schedules for each school for 2021-2022 as part of their annual improvement plan.

Guidance for Development of Literacy Schedules

Through the implementation and future expansion of the K-2 Literacy Coaching Pilot, the Department is addressing this recommendation by:

- including guidance when creating/updating literacy plans.
- developing protocols for
 - foundational skills instructional time
 - language and literacy instructional time
 - daily intervention time
 - common planning time

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Teacher Preparation and Professional Growth

Goals

Goal 1

Every teacher uses evidenced-based practices to meet the literacy needs of all students.

Goal 2

Every educator preparation program emphasizes evidence-based literacy practices.

Recommendation 7

Select and train Literacy Coordinators to provide support for literacy in K-2 schools

- Summer 2020- LDOE hires and trains between 75-150 highly qualified (e.g. reading specialists and reading interventionists) Literacy Coordinators using federal grant funds and any other available dollars. Each Literacy Coordinator will support 5-10 schools.
- 2020-2021- LDOE Literacy Coordinators support literacy in K-2 schools

Literacy Coordinators and Literacy Coaches

Staffing model for Year 1:

- 2 state-level Literacy Coordinators (contractual)
 - Each coordinator supports 2-3 school systems and leads a cohort of 5-9 school-level literacy coaches
- 13 school-level Literacy Coaches (school system employees)
 - Each coach provides direct support to K-2 teachers via observations, feedback, professional development and data analysis

Supporting Literacy Instruction through Coaching

Louisiana is working urgently to improve literacy outcomes and ensure all students are reading on grade level by the end of third grade. The Literacy Coaching Model is a key initiative in achieving this goal.

Literacy Coordinators will support Literacy Coaches to:

- Provide high-quality professional development around effective literacy practices and the foundations of reading.
- Provide feedback, engage in one-on-one coaching, and model best practices.
- Identify where high-quality curricula built-in supports are not being maximized.
- Model and teach new quality literacy intervention activities.
- Coach teachers on using high-quality, evidence-based assessments to determine the most effective interventions required.

Recommendation 8

Select and train a literacy coach for every K-2 school

- January 2020-May 2020- LDOE works with a vendor to develop training in evidence-based reading practices that includes writing and five explicit, systematic components: phonemic awareness, phonics, fluency, vocabulary, and comprehension; supporting students who struggle in reading; assessment and data; high quality curriculum; and building knowledge of the world to support PK-2 teachers.
- Spring 2020- Schools nominate teachers. Training will be required for CIR/UIR schools.
- 2020-2021- School based literacy coaches are trained.
- November 2020- LDOE provides the Early Literacy Commission with an update

K-2 Literacy Coaching Pilot: Training and Support

The K-2 Literacy Coach will engage in the following professional learning:

- Science of Teaching Reading (LETRS or AIM Institute)
- Instructional Coaching (The Art of Coaching)
- Community of Practice (virtually with other K-2 coaches)
- Job-embedded support (State Literacy Coordinator)

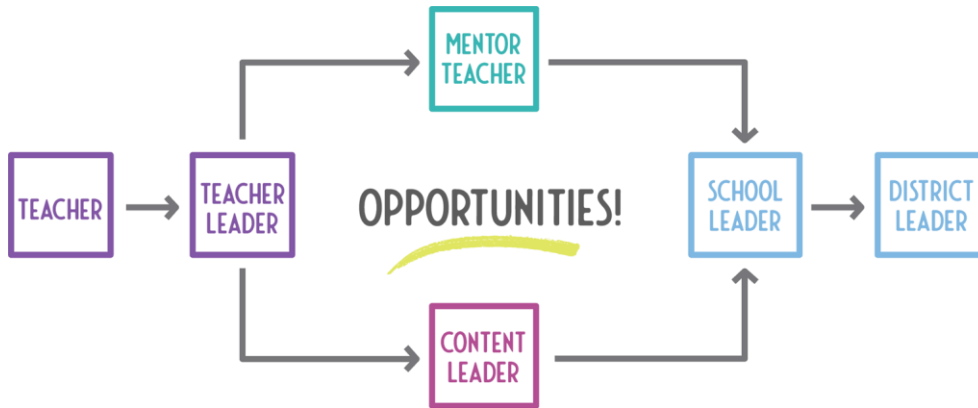
Recommendation 9

Provide K-2 mentor literacy training

- January 2020-May 2020- LDOE works with a vendor to develop training in evidence-based reading practices that includes writing and foundations of reading and language and literacy; supporting students who struggle in reading; assessment and data; high quality curriculum; and building knowledge of the world to support PK-2 teachers.
- 2020-2021- K-2 mentor teachers are trained.

Louisiana Content Leaders

The Louisiana Content Leader Initiative provides content-rich and curriculum-specific professional development and creates leadership pathways for talented local educators.



K-2 Literacy Content Leader Goals

K-2 Literacy Content Leaders:

- Deeply understand the components of effective literacy instruction and the foundations of reading.
- Deeply understand the essential elements of high quality literacy curriculum.
- Are highly prepared to provide opportunities for students to learn through intentional interactions and opportunities.
- Apply best practices of adult learning and content expertise.

K-2 Literacy Content Leader Training

- Through Super App, school systems can request funding for teachers to participate in K-2 Literacy Content Leader.
- Each CIR school serving grades K-2 must have at least one Literacy Content Leader.
- Request for application has been advertised.
- Deadline for proposals is December 4, 2020.

Recommendation 10

Review and, as needed, revise the [PD Vendor Guide](#). Entries should clearly indicate which K-2 ELA vendors offer high-quality curriculum-connected training on the Foundations of Reading (phonological awareness, phonics, and fluency) and which vendors offer training in Language and Literacy (comprehension and vocabulary).

- January 2020-October 2020- LDOE investigates options to include vendors not connected to Tier I curriculum.
- June 2020- LDOE completes revisions to PD Vendor Guide templates and process.
- October 2020- LDOE releases updated PD Vendor Guide.
- November 2020- LDOE provides the Early Literacy Commission with an update on the PD Vendor Guide.

Recommendation 11

Review and evaluate licensure assessments for PreK-5 and special education licensure.

- January 2020-October 2020- LDOE Investigates current licensure and options for Literacy.
- November 2020- LDOE provides the Early Literacy Commission with recommendations for assessment for Literacy and a timeline for licensure changes.

Recommendation 12

Provide literacy training for teacher-preparation and administrator-preparation program faculty.

- 2020-2021- LDOE invites teacher-preparation and administrator preparation program faculty to literacy training.

Recommendation 13

Review and, as needed, revise the process used to evaluate teacher-preparation and administrator-preparation programs to ensure that literacy coursework in PreK-5 includes the Foundations of Reading (phonological awareness, phonics, and fluency) and Language and Literacy (comprehension and vocabulary) and writing.

- January 2020- October 2020- Develop resources (e.g. model syllabi and modules) for literacy coursework. Developed by LDOE in partnership with the Board of Regents, prep providers, and faculty representatives
- January 2020- October 2020- LDOE works with the Board of Regents and College of Education deans to analyze the process used to evaluate current preparation programs and options for improving the focus on literacy.
- November 2020- LDOE provides the Early Literacy Commission with proposed revisions to the process used to evaluate teacher-preparation and administrator-preparation programs.

On-site Review Framework

The on-site review framework was refined and streamlined to focus on what matters most for the preparation of Louisiana's new teachers. The Early Literacy Commission endorsed the [new framework](#) during the June meeting, and it is now being used for on-site reviews.

Quality of Recruitment and Selection	<ul style="list-style-type: none">● Removed GPA and national testing as criteria from the framework
Quality of Content Knowledge and Teaching Methods	<ul style="list-style-type: none">● Elevated focus on student standards and the use of high-quality curricular materials
Quality of Feedback and Candidate Performance	<ul style="list-style-type: none">● Streamlined to focus on the quality of feedback to candidates and the impact of that feedback on candidates' teaching skills
Continuous Improvement Planning	<ul style="list-style-type: none">● Streamlined to focus on the extent to which the provider utilizes a continuous improvement process to drive changes

ELA Collaborative

The Department is **launching a new opportunity for higher education faculty and K-12 educators to change the way aspiring teachers are taught ELA instruction** in Louisiana. The Believe and Prepare ELA Collaborative will bring together leading ELA experts from across the state to create a model methods course that aligns K-12, higher education, and research-based best practices.

The application for this opportunity is [now available](#). It is also posted in the Believe and Prepare library. The application closed **November 6**. The collaborative will begin meeting in November 2020.

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Progress Monitoring and Communication

Goals

Goal 1

Every school system implements a comprehensive literacy assessment plan that includes different assessment tools used for different purposes at different times during the school year.

Goal 2

Every teacher uses literacy assessment data to monitor students' progress and inform instruction.

Goal 3

Every school community expands opportunities for parents and families to be engaged in their children's literacy development.

Recommendation 14

Build a clear accountability system for K-2 grades that defines excellence in each grade and incentivizes progress and rewards achievement. The system identifies one statewide screener, and early literacy is included in school profiles.

- 2020-2021- LDOE proposes to BESE, in consultation with the Accountability Commission, a K-2 accountability system
 - November 2020- LDOE updates Early Literacy Commission on K-2 accountability system development
- 2021-2022- School systems implement K-2 [accountability system](#).

K-2 Accountability

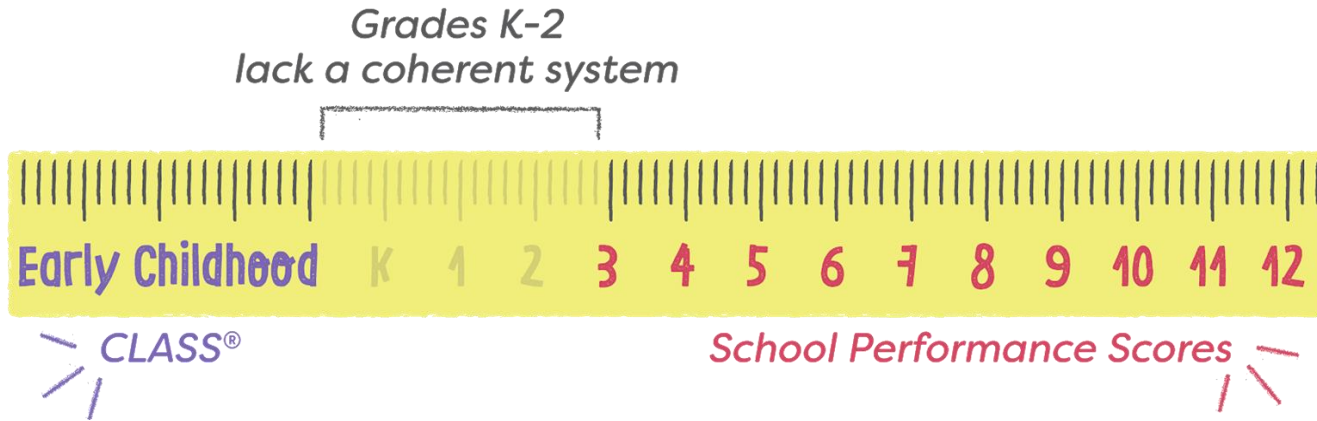
Grade 4 NAEP Results

2019 NAEP Results	ELA			Math		
	Louisiana	National Average	Difference	Louisiana	National Average	Difference
Percent Proficient and Above	25.7	34.3	-8.6	28.8	40.4	-11.7
Average Scale Score	209.9	219.4	-9.6	231.3	240.0	-8.7
2019 State Ranking	49th			49th		

Note: State Ranking includes 50 states & DC

Landscape for K-2 Accountability in Louisiana

Louisiana has a long history of accountability aligned to the academic focus on grades 3-12 and has recently expanded accountability to publicly-funded early childhood programs. However, Louisiana currently lacks measures to reflect the success of grades K to 2.



Our goal is to design a K-2 accountability system that bridges the gap between ECE and 3-12 accountability.

Goals of K-2 Accountability System Development

1. **Design a K-2 accountability system** aligned to Department's academic strategy and state standards that bridges the gap between ECE and 3-12 accountability
2. Pilot, refine, and scale K-2 accountability to **reach full implementation by no later than 2022-2023**, with ratings with stakes attached released no later than Fall 2023
3. Design and implement an **improvement strategy aligned to ratings** that drives literacy achievement for children in K-2 classrooms

LDOE has identified potential lenses to measure K-2 success in the accountability system:

- **Measuring student literacy**
- **Measuring instructional quality**

Considerations for Measuring K-2 Success

Measuring student literacy

- Ensure youngest learners are on path towards mastery in 8th grade and ultimately a college degree or career
- Build on the required annual developmentally-appropriate literacy screener for K-2, to include an end of year measure
- Show year over year progress as a comprehensive strategy to address achievement gap before 3rd grade

Measuring instructional quality

- Quality teaching is the most influential contributor to long-term outcomes
- Research shows results from CLASS correlate with student outcomes
- Builds on success of and fosters vertical alignment with early childhood accountability system

Recommendation 15

Provide and explain assessment data to parents/caregivers regularly, including how the data will be used to adjust instruction.

- 2020-2021- LDOE works with schools and school systems to streamline their assessments, reflect on assessment data, and adjust instruction.
 - November 2020- LDOE updates Early Literacy Commission
- 2021-2022- Schools begin sending home updates on student progress in literacy.

Data Analysis to Adjust Instruction

Through the implementation and future expansion of the K-2 Literacy Coaching Pilot, the Department is addressing this recommendation by developing protocols for

- Literacy Screener data analysis
- Communication to parents on literacy supports, including interventions

Recommendation 16

Develop a parent portal with literacy resources and guidance including resources to support students who struggle including students with dyslexia.

- January 2020-October 2020- LDOE outlines parent portal
- November 2020- LDOE updates Early Literacy Commission on parent portal
- January 2021- LDOE launches parent portal

Literacy Family Portal

The Department is addressing this recommendation by:

- Working with the Communications team to build Literacy webpage to include:
 - Literacy Family Portal
 - Louisiana Literacy logo
 - Literacy initiative information
- Literacy Family Portal to be launched in Spring, 2021

Recommendation 17

Develop education/media strategies and a campaign to increase families' and community stakeholders' knowledge about the importance of effective literacy screening and instruction from birth to 8, as well as the components of effective literacy instruction.

- January 2020-October 2020- LDOE builds a communication plan
- November 2020- LDOE updates Early Literacy Commission on communication plan
- January 2021- LDOE launches education/media campaign

Literacy Campaign

The Department is addressing this recommendation by:

- Creating a workgroup to develop strategy
- Literacy Campaign/Launch presented at the Teacher Leader Summit
 - Includes keynote speakers
 - Large variety of literacy sessions for school system leaders, school leaders, and teachers
- Public campaign/launch following the Summit

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Looking Ahead

Working Towards the Goal

Based on the updates and discussion today, drafting of the Early Literacy Commission Report addendum will begin.

Reach out to Chanda with any additional thoughts around these recommendations.

Draft sent to all commission members by December 1, 2020.

Next Steps

Next Full Meeting: December 10, 2020

Upcoming Topics:

- Early Literacy Commission Report Addendum

Email chanda.johnson@la.gov with questions.